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ABSTRACT

A comparison of full-day, alternate-day (FDAD) and half-day, every-day (HDED) kindergartens in Iowa assessed instructional time; congruence between goals and outcomes; and principal, teacher, and pupil attitudes. Findings were gathered from surveys of school administrators and teachers, as well as from questionnaires sent to directors of early childhood education programs at the Department of Public Instruction in 13 states and to professors of early childhood education at 92 state-supported institutions in those same 13 states. The survey of administrators and teachers was made to determine whether (1) goals were set for both FDAD and HDED programs; (2) the same curricular elements were deemed important by FDAD and HDED principals and teachers; (3) the same curricular elements were taught in FDAD and HDED schools; (4) equal time was spent on curricular categories in FDAD and HDED kindergartens; and (5) the attitudes of teachers in FDAD and HDED kindergartens toward their scheduling plans were equitable. The survey of directors provided information concerning state aid, bus transportation, and scheduling patterns. Professors rank ordered six choices of kindergarten scheduling and briefly stated why they felt their first choice was best for young children today. (RH)

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Results of

KINDERGARTEN SCHEDULING STUDY

for

Administrators

Volume I, Number 1

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Judith M. Finkelstein
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by

Dr. Judith M. Finkelstein

Price Laboratory School Research

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PS 014594

Dear

Your participation in the Kindergarten Scheduling Study is deeply appreciated. The purpose of the study was to shed light on a highly controversial subject which has caused concern for parents and educators throughout the country. The results of the study appear in this brochure.

The results of the analysis of the daily class schedules (use of time), goal setting practices, teacher attitudes, and children's attitudes, as well as some general conclusions, appear on the back. A more detailed analysis of the data is available upon request.

A highly significant difference ($p < 0.01$) was found between the attitude of FDAD and HDED teachers toward their scheduling plan. Many of the teachers in FDAD programs requested that a workshop be held which would help them deal with the problems changing scheduling presents. Some principals also expressed a need for such a workshop. The enclosed form is for you to indicate your interests in participating in such a workshop. If you have further questions about the study or the workshop, please call me at 319/273-2101 or 319/266-5393.

Again, thank you for your willingness to participate in the study. The results will help us to improve the quality of programming for the young children of Iowa.

Sincerely,

Judy Finkelstein

Judy Finkelstein

ADMINISTRATOR'S QUESTIONNAIRE

Directions: Place a check (✓) on the line in front of the response which best describes your school or situation. Where appropriate, fill in the blank. When marking "Other," please specify on the line provided. Ignore the numbers in parenthesis--they are for data processing purposes.

1. The enrollment of pupils in this school is:

		FDAD	HDED
(1) ___	less than 150	2	2
(2) ___	between 150-200	4	3
(3) ___	between 200-250	5	3
(4) ___	between 250-350	7	9
(5) ___	between 350-450	9	9
(6) ___	between 450-550	4	4
(7) ___	more than 550	2	1
		33	31

2. The majority of the school's student live in:

		FDAD	HDED
(1) ___	a rural area/a town of under 500	13	2
(2) ___	a town of between 500-1000	7	3
(3) ___	a town of between 1000-2000	6	4
(4) ___	a town of between 2000-5000	3	8
(5) ___	a city of between 5,000-10,000	3	6
(6) ___	a city of between 10,000-20,000	1	1
(7) ___	a city of between 20,000-50,000	0	3
(8) ___	a city of between 50,000-100,000	0	3
(9) ___	a city of more than 100,000	0	1
		33	31

3. Respondent's Administrative role:

		FDAD	HDED
(1) ___	Principal	26-79%	28-90%
(2) ___	Combined Principal/Superintendent	7-21%	2-6.5%
(3) ___	Superintendent	0	1-3.5%
(4) ___	Other _____	33	31

4. Respondent's years in this role:

		FDAD	HDED
(1) ___	0-2	4	2
(2) ___	3-5	5	3
(3) ___	6-10	7	4
(4) ___	11-15	4	8
(5) ___	16-20	7	9
(6) ___	21-30	6	6
(7) ___	30+	33	31

42% of all the administrators had more than 15 years of experience in this role.

5. How many years did Respondent teach before assuming an administrative role?

			FDAD	HDED
(1) ___	3 or less	12%**	5	3
(2) ___	4-6	36%	12	11
(3) ___	7-10	30%	6	13
(4) ___	11-15	17%	8	2
(5) ___	16 or more	5%	1	2

**Percentages are for total number or principals (64)

6. What grade levels did Respondent teach?

		FDAD	HDED
(1) ___	Preschool/Kindergarten	0	0
(2) ___	Primary (1-3)	3	3
(3) ___	Intermediate (4-6)	17	19
(4) ___	Jr. High (7-8)	16	10
(5) ___	Sr. High (9-12)	15	8
(6) ___	Other _____	6	9

Numbers do not total 33 and 31 because some principals marked more than one category.

7. Respondent's Education:

		FDAD	HDED
(1) ___	B.A.	1	2
(2) ___	M.A.	24	24
(3) ___	Specialist Degree	6	1
(4) ___	Ph.D. or Ed.D	1	2
(5) ___	Other _____	1	2
		33	31

5% of total have B.A.
75% of total have M.A.
20% of total have degrees beyond M.A.

8. College or University granting Respondent's highest degree:

		FDAD	HDED
(1) ___	U.N.I	7	5
(2) ___	I.S.U	0	1
(3) ___	U. of I.	6	7
(4) ___	Drake	8	3
(5) ___	Other in Iowa _____	2	1
(6) ___	Other out of state _____	9	12

33% of all administrators received their degrees from schools out of state.

9. What kindergarten scheduling plans have been used in the schools where you have been the administrator? Rank from most recent to earliest with 1=most recent.

	Descriptor	Code	FDAD	HDED
(1) ___	Half day every day	HDED	71% had changed to FDAD from some other plan.	30% had changed to HDED from some other plan.
(2) ___	Full day alternate days	FDAD		
(3) ___	Full day every day	FDED		
(4) ___	Full day one semester	FD/1S		
(5) ___	Full day three days a week	FD/3D/Wk.		
(6) ___	Other _____			

10. Following are the possible plans for kindergarten scheduling with a space for additional kinds. Please rank them (making your additions, if any) from 1-6 with 1 being the plan you personally feel is the best for young children.

(1) ___	Half day every day	HDED
(2) ___	Full day alternate days	FDAD
(3) ___	Full day every day	FDED
(4) ___	Full day one semester	FD/1S
(5) ___	Full day three days a week	FD/3D/Wk.
(6) ___	Other _____	

FDAD Principals' Ranking

Choice	1st	2nd	3rd	4th	5th	6th
HDED	39	27	6	16	6	
FDAD	12	30	33	25	0	
FDED	36	21	6	19	13	
FD/1S	6	3	18	19	53	
FD/3D/Wk.	6	15	36	22	25	
Other	0	3			3	

HDED Principals' Ranking

Choice	1st	2nd	3rd	4th	5th	6th
HDED	77	12	4	3	0	
FDAD	0	23	36	19	13	
FDED	13	50	16	12	8	
FD/1S	3	4	20	19	54	
FD/3D/Wk.	0	11	24	39	21	
Other	7			7	4	

Explanation: 39% of FDAD principals chose HDED scheduling as their first choice.
77% of HDED principals chose HDED as their first choice.

11. Please list under each of the categories the three (3) main strengths of your kindergarten scheduling as you see it.

	FDAD	HDED
For the child:	1. Makes transition to 1st easier. 2. More structured time for long projects. 3. Longer time more relaxed & better for children from poor home environment.	1. Length of time best suited to child's age. 2. Continuity--daily reinforcement of learning. 3. Better for attention span.
For the school/ school district:	1. Cost efficient. 2. More flexible scheduling. 3. Less hassle in planning bus routes.	1. Easier to schedule special areas. 2. Tradition. 3. Best use of teacher time & facility.
For the family:	1. More freedom. 2. Eliminates need for daily babysitter. 3. Parents released all day.	1. Easier schedule to follow. 2. Easier to plan for half day. 3. Easier transition for family.
For the teacher:	1. More time for long projects & field trips. 2. More time with students. 3. Continuity of time during a day.	1. Continuity in planning--planning easier. 2. Flexibility in scheduling. 3. Teacher knows children better as she sees them every day.

12. Please list under each of the categories the three (3) main weaknesses of your kindergarten scheduling as you see it.

	FDAD	HDED
For the child:	1. Day too long for some children & teachers.	1. Some can handle more time in school.
	2. Loss of time for sickness or snow days may mean many days away from school.	2. None.
	3. Lack of continuity.	3. Some need more time in school.
For the school/ school district:	1. Difficult to make up lost days--curriculum may suffer.	1. Financial--cost more for bus.
	2. Complicates home-school communication.	2. Transportation problems.
	3. Special scheduling more difficult.	3. None.
For the family:	1. Complicated schedule for parents to remember.	1. Disrupts babysitting schedule.
	2. Day of absence means a long time away from school. Difficult to keep continuity.	2. Limits parent options.
For the teacher:	1. Difficult to keep groups together.	1. Time unequal between a.m. and p.m. classes.
	2. Difficult to plan.	2. None
	3. More review & reteaching needed.	3. Limits program.

13. Please list three (3) main reasons why your school district uses your kindergarten scheduling.

FDAD	HDED
1. Financial savings.	1. Best meets the needs of the whole child.
2. No research proof it is of any disadvantage to the child.	2. Continuity.
3. Tradition.	3. Most cost efficient use of staff & faculty.
4. Children do as well as on any other plan.	4. Tradition.
5. Geography.	4A. Teachers like it.
6. Best alternative at reasonable cost. Can't offer FDED	5. Daily reinforcement of learning.
	6. Most efficient use of time.
	7. Less retention of children.
	8. Administrators, parents, and teachers like it.

Curriculum Component Priority Rating

14. In the following item you will find a list of kindergarten curriculum components. First, consider your school district's priority for each component. Next, consider your own priority for each component. Then indicate by circling the appropriate number in the first column to the right of each component your school district's priority of that kindergarten curriculum component. Finally, indicate by circling the appropriate number in the second column your personal priority of each curriculum component. The scale: 1=highly valuable, 2=valuable, 3=neutral, 4=of little value, 5= of no value.

Curriculum Components	School District's Priority of Importance			Principal's Personal Priority of Importance		
	FDAD		HDED	FDAD		HDED
(1) Science	2.7	1 2 3 4 5	2.8	2.7	1 2 3 4 5	2.6
(2) Music	2.3	1 2 3 4 5	2.3**	2.3	1 2 3 4 5	2.0**
(3) Play	2.2	1 2 3 4 5	2.1**	2.1	1 2 3 4 5	1.9**
(4) Phonics	1.6	1 2 3 4 5	1.8	1.8	1 2 3 4 5	1.8
(5) Art	2.4	1 2 3 4 5	2.2**	2.3*	1 2 3 4 5	1.9* **
(6) Rest/Snack	2.6	1 2 3 4 5	2.8**	2.6*	1 2 3 4 5	3.0* **
(7) Rdg Readiness	1.3	1 2 3 4 5	1.1	1.3	1 2 3 4 5	1.1
(8) P.E.	2.4**	1 2 3 4 5	2.2**	2.2**	1 2 3 4 5	2.0**
(9) Soc Skl Dvlpmt	1.5*	1 2 3 4 5	1.2*	1.3*	1 2 3 4 5	1.1*
(10) Penmanship	2.4	1 2 3 4 5	2.5	2.3	1 2 3 4 5	2.4
(11) Show & Tell	2.3	1 2 3 4 5	2.2	2.4	1 2 3 4 5	2.3
(12) Problem Solving	2.3**	1 2 3 4 5	2.1	1.9**	1 2 3 4 5	1.9
(13) Lang Dvlpmt	1.6**	1 2 3 4 5	1.3	1.3**	1 2 3 4 5	1.3
(14) Literature	2.4*	1 2 3 4 5	1.9*	2.2*	1 2 3 4 5	1.8*
(15) Math Readiness	1.4	1 2 3 4 5	1.5	1.4	1 2 3 4 5	1.5
(16) Creative Drama	2.6	1 2 3 4 5	2.4	2.5	1 2 3 4 5	2.1

*Significally different at $p < 0.05$ between FDAD and HDED.

**Significantly different at $p < 0.05$ within FDAD or HDED.

A COMPARISON OF FULL DAY ALTERNATE DAY AND HALF DAY EVERY DAY KINDERGARTEN IN IOWA FOCUSING ON INSTRUCTIONAL TIME, CONGRUENCE BETWEEN GOALS AND OUTCOMES, AND PRINCIPAL, TEACHER AND PUPIL ATTITUDES

Purpose

The traditional half day every day kindergarten scheduling is being replaced by full day alternate day programs.

Studies to date look at achievement and offer conflicting findings.

No information is available concerning the equity of the programs in regard to use of time, choice of curricular elements, and pupil, teacher and administrator attitude.

This study was undertaken to determine whether:

1. goals were set for both programs;
2. the same curricular elements were deemed important by FDAD and HDED principals and teachers;
3. the same curricular elements were taught in FDAD and HDED schools;
4. equitable time was spent on curricular categories in FDAD and HDED kindergartens;
5. the attitudes of teachers of FDAD and HDED kindergartens toward their scheduling plan were equitable; and
6. the attitudes toward school of students in FDAD and HDED programs were equitable.

Summary of Findings

1. Goals are set more frequently by HDED schools.
2. Principals of FDAD value Rest and Snack more highly than do HDED principals. Principals of HDED value Literature, Art, and Social Skill Development more highly than do FDAD principals.
3. Teachers of FDAD value Rest and Snack more highly than do teachers of HDED.
4. There is great variety in the length of time kindergarteners are in school.
5. Significantly more time was spent on Opening, Literature, Special Areas, Activity Time, and Clean Up in HDED programs. Significantly more time was spent on Teacher Directions, Recess, Lunch and Snack, Quiet Time and Fine Motor Skills in FDAD programs.
6. HDED teachers are more satisfied with their scheduling plan.
7. Children's attitude toward school shows no preference for either FDAD or HDED scheduling.

Implications

1. Goals should exist in all schools to enable the school to make sound decisions concerning the type of scheduling and curricular programming that will best meet these goals.
2. Curriculum designed for use in FDAD programs needs to be developed. Workshops for teachers and principals which would help them in the implementation of this curriculum need to occur.
3. FDAD programs use a wider variety of curricular elements. A disproportionate amount of time appears to be spent on recess. Schools just adopting FDAD scheduling need to examine the kinds of activities that occur during recess for educational value. The equipment available and total playground environment should also be considered.
4. HDED programs tend to reflect those activities traditionally emphasized in kindergarten programs and to use available time more efficiently.

Results of

KINDERGARTEN SCHEDULING STUDY

for

Teachers

Volume I, Number 2

by

Dr. Judith M. Finkelstein

Price Laboratory School Research

1883 A Century of Service to Iowa 1983

PS 014594

Dear

Your participation in the scheduling study was greatly appreciated. The purpose of the study was to shed light on a complex and highly controversial issue which is of concern to parents and educators throughout the country.

The results of the analysis of your daily class schedules and the children's attitude inventory, as well as some general conclusions, appear on the back. A more detailed analysis of this data is available upon request.

Many of you expressed an interest in workshops that would help you cope with the change in scheduling plan. The enclosed form is for you to indicate your interest in participating in such a workshop. Please return it to me. If you have any questions, feel free to call me at 319/273-2101 or 319/273-5393.

Again, thank you for your participation.

Sincerely,

Judy Finkelstein

Judy Finkelstein

TEACHER'S QUESTIONNAIRE RESULTS

FULL DAY ALTERNATE DAYS AND HALF DAY EVERY DAY

Directions: Place a check (✓) on the line in front of the response which best describes your situation. Where appropriate, fill in the blank. When marking "Other," please specify on the line provided. Ignore the numbers in parenthesis--they are for data processing purposes.

1. Respondent's education:

		FDAD	HDED
(1) _____	Less than a B.A.	2	1
(2) _____	B.A.	3	2
(3) _____	B.A.+	25	25
(4) _____	M.A	1	1
(5) _____	M.A.+	1	2
(6) _____	Specialist		
(7) _____	Ph.D. or Ed.D.		
(8) _____	Other _____		

2. Certificates held by Respondent:

		FDAD	HDED
(1) _____	#10	31	28
(2) _____	#53	3	4
(3) _____	Other _____	3	5

3. College or University granting Respondent's highest degree:

		FDAD	HDED
(1) _____	U.N.I.	7	12
(2) _____	I.S.U	1	4
(3) _____	U. of I.	4	4
(4) _____	Drake	5	2
(5) _____	Other in Iowa _____	10	4
(6) _____	Other out of state _____	7	5

4. Respondent's years of teaching experience:

		FDAD	HDED
(1) _____	less than one year	0	0
(2) _____	1-2	1	1
(3) _____	3-5	3	5
(4) _____	6-10	5	10
(5) _____	11-15	8	4
(6) _____	16-20	4	5
(7) _____	21-25	5	1
(8) _____	26-30	3	2
(9) _____	31+	4	3

5. Respondent's years of experience teaching kindergarten:

		FDAD	HDED
(1)	less than one year	4	4
(2)	1-2	0	2
(3)	2-3	0	1
(4)	3-4	2	1
(5)	4-5	5	3
(6)	6-10	6	10
(7)	11-15	9	4
(8)	16+		7

6. Respondent's years of teaching kindergarten under the FULL DAY ALTERNATE DAYS scheduling:

		FDAD	HDED
(1)	less than one year	12	3
(2)	1-2	4	2
(3)	2-3	2	1
(4)	3-4	2	1
(5)	4-5	3	3
(6)	6-10	6	10
(7)	11-15	3	4
(8)	16+		

For 36% of FDAD teachers, this was the first year teaching under this plan.

7. Following are the possible plans for kindergarten scheduling with a place for additional kinds. Please rank them (making your addition, if any) from 1-6 with 1 being the plan you personally feel is the best for young children.

Descriptor

(1) ___ Half day every day
(2) ___ Full day alternate days
(3) ___ Full day every day
(4) ___ Full day one semester
(5) ___ Full day three days a week
(6) ___ Other _____

FDAD Teacher's Ranking

Choice	1st	2nd	3rd	4th	5th
HDED	58	16	7	7	10
FDAD	12	32	29	17	10
FDED	12	23	16	10	27
FD/1S	6	0	10	33	47
FD/3D/Wk.	6	19	39	33	3
Other	6	10			

HDED Teacher's Ranking

Choice	1st	2nd	3rd	4th	5th
HDED	81	14	4	0	0
FDAD	3	7	36	32	21
FDED	13	54	18	7	7
FD/1S	3	14	18	7	57
FD/3D/Wk.		7	25	54	14
Other		3			

Explanation: 58% of FDAD teachers chose HDED as their first choice. 12% chose FDAD as their first choice. 16% chose HDED as 2nd choice. 81% of HDED teachers chose HDED scheduling as their first choice. 3% chose FDAD as their first choice.

HDED class size 12-25 with 19.5 mean; FDAD class size 12-27 with 17.8 mean.

8. Please list under each of the categories the three (3) main strengths of your kindergarten scheduling as you perceive it.

	FDAD	HDED
For the child:	1. Easier transition to first grade. 2. More relaxed time--more time for a variety of curricular elements. 3. More internal continuity of activities. 4. Builds stronger identification with school.	1. Continuity. 2. Alert attentive children 3. Better retention of learning. 4. Better meets needs of child.
For the school/ school district:	1. Savings on transportation cost. 2. Cost efficiency. 3. Scheduling of special area teachers easier. 4. Bus routes easier to plan.	1. Benefits from providing the best program possible. 2. Easier to schedule special teachers. 3. Cost efficient. 4. Better use of pupil teacher time.
For the family:	1. More freedom 2. Schedule stable. 3. Clothing savings. 4. Babysitting easier.	1. Child less tired and happier in school. 2. Certain about days and time children go to school. 3. Child has more time each day with family.
For the teacher:	1. Better use of time. 2. Know children better. 3. Better able to meet individual needs. 4. More time with children.	1. Continuity in program. 2. Daily contact provides consistency and reinforcement. 3. Better use of time. 4. More flexible.
Other:	Nice for half-time teacher.	

9. Please list under each of the categories the three (3) main weaknesses of your kindergarten scheduling as you perceive it.

	FDAD	HDED
For the child:	1. Loss of day-to-day continuity; lack of retention, need for review. 2. Students who miss a day miss a lot. 3. Immature child can't cope. 4. First few weeks difficult.	1. One group may be in school longer. 2. Too little time for individual help and attention. 3. Not enough time for in-depth projects. 4. By second semester children are ready for more.
For the school/ school district:	1. Rescheduling missed days. 2. Hard to schedule special areas. 3. Burden on hot lunch program.	1. Expense. 2. Lesser quality of instruction. 3. Less cost efficient. 4. More difficult to schedule special area help.
For the family:	1. Following schedule difficult. 2. Inconvenient to schedule babysitting. 3. Children come home exhausted. 4. Bored on full day off.	1. Babysitting harder. 2. Family life curtailed. 3. Mother tied down one more year. 4. Must provide midday transportation.
For the teacher:	1. Difficult to deal with short attention span. 2. Hard to provide continuity and keep groups together. 3. Less actual teaching time. 4. Programming difficult.	1. Day isn't long enough. 2. Less time to get to know children. 3. Must repeat same thing twice a day. 4. Hard to keep time equal.

Multiple Choice

Please place a check (✓) on the line in front of the item you feel best reflects your perception.

*10. I feel the ** scheduling plan meets the kindergarten child's needs

		FDAD	HDED
(1) ___	better than any other plan	(1) 5	(1) 23
(2) ___	as well as any other plan	(2) 19	(2) 8
(3) ___	less well than any other plan	(3) 9	(3) 0

*11. I feel the ** scheduling plan is received by parents

		FDAD	HDED
(1) ___	enthusiastically	(1) 8	(1) 25
(2) ___	with no particular comment	(2) 21	(2) 6
(3) ___	negatively	(3) 3	(3) 0

*12. I personally like the ** scheduling plan

		FDAD	HDED
(1) ___	very much	(1) 11	(1) 30
(2) ___	as well as any other I have taught	(2) 14	(2) 1
(3) ___	not at all	(3) 7	(3) 0

*13. The children adjusted to school in the fall

		FDAD	HDED
(1) ___	more quickly than usual	(1) 3	(1) 8
(2) ___	in the usual manner	(2) 19	(2) 22
(3) ___	with difficulty	(3) 9	(3) 0

*14. The children's response to ** right now is

		FDAD	HDED
(1) ___	positive	(1) 20	(1) 29
(2) ___	neutral	(2) 12	(2) 2
(3) ___	negative	(3) 1	(3) 0

*15. I would recommend that other schools try this plan

		FDAD	HDED
(1) ___	yes, definitely	(1) 15	(1) 27
(2) ___	indifferent	(2) 12	(2) 1
(3) ___	no, never	(3) 5	(3) 1

16. When I first learned I would be teaching FDAD, my initial reactions to teaching this plan were

		If I were asked to teach a FDAD scheduled kindergarten, my reaction would be:
(1) 14	positive	(1) 8
(2) 9	neutral	(2) 8
(3) 10	negative	(3) 14

*17. I feel I have enough time with the children under the ** plan to provide a/an

		FDAD	HDED
(1) ___	superior kindergarten program	(1) 13	(1) 23
(2) ___	adequate kindergarten program	(2) 16	(2) 8
(3) ___	less than adequate kindergarten program	(3) 4	(3) 0

*Differences significant at $p < 0.01$ level.

**HDED or FDAD

Curriculum Component Priority Rating

18. In the following item you will find a list of kindergarten curriculum components. First, consider your school district's priority for each component. Next, consider your own priority for each component. Then indicate by circling the appropriate number in the first column to the right of each component your school district's priority of that kindergarten curriculum component. Finally, indicate by circling the appropriate number in the second column your personal priority of each curriculum component. The scale: 1=highly valuable, 2=valuable, 3=neutral, 4=of little value, 5=of no value.

Curriculum Components	School District's Priority of Importance			Teacher's Personal Priority of Importance		
	FDAD		HDED	FDAD		HDED
(1) Science	2.3	1 2 3 4 5	2.3	2.3	1 2 3 4 5	2.1
(2) Music	2.0	1 2 3 4 5	1.9	1.7	1 2 3 4 5	1.8
(3) Play	2.1	1 2 3 4 5	2.3	1.7	1 2 3 4 5	1.8
(4) Phonics	1.4	1 2 3 4 5	1.4	1.2	1 2 3 4 5	1.3
(5) Art	2.4	1 2 3 4 5	2.3	1.8	1 2 3 4 5	2.0
(6) Rest/Snack	2.5*	1 2 3 4 5	3.0*	2.1*	1 2 3 4 5	2.7*
(7) Rdg Readiness	1.1	1 2 3 4 5	1.1	1.0	1 2 3 4 5	1.1
(8) P.E.	2.2	1 2 3 4 5	2.0	1.8	1 2 3 4 5	2.0
(9) Soc Skl Dvlpmt	1.6	1 2 3 4 5	1.4	1.2	1 2 3 4 5	1.1
(10) Penmanship	2.2	1 2 3 4 5	2.4	2.0	1 2 3 4 5	2.2
(11) Show and Tell	2.5	1 2 3 4 5	2.4	2.0	1 2 3 4 5	2.0
(12) Problem Solving	1.8	1 2 3 4 5	1.8	1.5	1 2 3 4 5	1.5
(13) Lang Dvlpmt	1.4	1 2 3 4 5	1.2	1.2	1 2 3 4 5	1.1
(14) Literature	1.8	1 2 3 4 5	1.6	1.4	1 2 3 4 5	1.4
(15) Math Readiness	1.2	1 2 3 4 5	1.3	1.2	1 2 3 4 5	1.3
(16) Creative Drama	2.4	1 2 3 4 5	2.4	2.0	1 2 3 4 5	2.1

*Significantly different at $p < 0.05$ between FDAD and HDED teachers.

FDAD teachers value Rest and Snack more than HDED teachers.

A COMPARISON OF FULL DAY ALTERNATE DAY AND HALF DAY EVERY DAY KINDERGARTEN IN IOWA FOCUSING ON INSTRUCTIONAL TIME, CONGRUENCE BETWEEN GOALS AND OUTCOMES, AND PRINCIPAL, TEACHER AND PUPIL ATTITUDES

Purpose

The traditional half day every day kindergarten scheduling is being replaced by full day alternate day programs.

Studies to date look at achievement and offer conflicting findings.

No information is available concerning the equity of the programs in regard to use of time, choice of curricular elements, and pupil, teacher and administrator attitude.

This study was undertaken to determine whether:

1. goals were set for both programs;
2. the same curricular elements were deemed important by FDAD and HDED principals and teachers;
3. the same curricular elements were taught in FDAD and HDED schools;
4. equitable time was spent on curricular categories in FDAD and HDED kindergartens;
5. the attitudes of teachers of FDAD and HDED kindergartens toward their scheduling plan were equitable; and
6. the attitudes toward school of students in FDAD and HDED programs were equitable.

Summary of Findings

1. Goals are set more frequently by HDED schools.
2. Principals of FDAD value Rest and Snack more highly than do HDED principals. Principals of HDED value Literature, Art, and Social Skill Development more highly than do FDAD principals.
3. Teachers of FDAD value Rest and Snack more highly than do teachers of HDED.
4. There is great variety in the length of time kindergarteners are in school.
5. Significantly more time was spent on Opening, Literature, Special Areas, Activity Time, and Clean Up in HDED programs. Significantly more time was spent on Teacher Directions, Recess, Lunch and Snack, Quiet Time and Fine Motor Skills in FDAD programs.
6. HDED teachers are more satisfied with their scheduling plan.
7. Children's attitude toward school shows no preference for either FDAD or HDED scheduling.

Implications

1. Goals should exist in all schools to enable the school to make sound decisions concerning the type of scheduling and curricular programming that will best meet these goals.
2. Curriculum designed for use in FDAD programs needs to be developed. Workshops for teachers and principals which would help them in the implementation of this curriculum need to occur.
3. FDAD programs use a wider variety of curricular elements. A disproportionate amount of time appears to be spent on recess. Schools just adopting FDAD scheduling need to examine the kinds of activities that occur during recess for educational value. The equipment available and total playground environment should also be considered.
4. HDED programs tend to reflect those activities traditionally emphasized in kindergarten programs and to use available time more efficiently.

Results of

KINDERGARTEN SCHEDULING PRACTICES: MIDWESTERN STATE SURVEY

Volume I Number 3

by

Dr. Judith M. Finkelstein

PS 014594

Price Laboratory School Research

1883 A Century of Service to Iowa 1983

KINDERGARTEN SCHEDULING PRACTICES: MIDWESTERN STATE SURVEY

In an attempt to discover how Iowa compared with other states in the midwest on the matter of kindergarten attendance options and financing, a questionnaire was sent to the director of Early Childhood Programs at the Department of Public Instruction in thirteen states: Arkansas, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota and Wisconsin. All thirteen states responded to the questionnaire. Of these thirteen respondents, twelve requested a compilation of the information resulting. A copy of the questionnaire appears below.

QUESTIONNAIRE CONCERNING KINDERGARTEN CHILDREN IN THE STATE OF _____

1. State Aid

   The state of _____ pays

   ☐ 1/2 of a state aid for each kindergarten child

   ☐ 1.0 (full) state aid for each kindergarten child

   ☐ other (please explain)

2. Scheduling Patterns

   The state of _____ has (please state approximately how many there are in each category)

   _____ school systems with half day every day kindergarten programs

   _____ school systems with all day every day kindergarten programs

   _____ school systems with all day alternate day kindergarten programs

   _____ school systems with full day for one semester kindergarten programs

   _____ other (please explain)

3. Transportation

The state of _____ provides

- ☐ bus transportation to and from school each day for all kindergarten children regardless of scheduling pattern
- ☐ bus transportation to and from school only for kindergarten children who attend full day kindergarten
- ☐ bus transportation morning-noon, noon-afternoon to and from school for those children attending kindergarten half day
- ☐ no bus transportation for kindergarten children
- ☐ One-way bus transportation for kindergarten children when? _____
- ☐ other (please explain)

Thank you for your help. If you would be interested in receiving a compilation of this information, please fill in the following:

Name _____

Title _____

Address _____

_____
City State Zip

An analysis of the information gathered is presented in three parts: State Aid, Bus Transportation and Scheduling Patterns. The information for all states is also presented in Tables 1-3 for ease of comparison. A summary follows.

State Aid

Iowa, South Dakota, Arkansas and Indiana all provide 1.0 full state aid for each kindergarten child. Wisconsin, Kansas, Minnesota, Missouri, North Dakota, Illinois, Michigan, Nebraska and Ohio all provide 1/2 of a state aid for each kindergarten child.

Bus Transportation

In Missouri, Minnesota, Wisconsin, South Dakota and Ohio, bus transportation is provided to and from school each day for all kindergarten children regardless of the type of scheduling pattern the school provides.

In Illinois and Iowa, bus transportation is provided to and from school each day for all kindergarten children regardless of scheduling pattern if they live one-and-a-half miles or more away from the school.

In Nebraska local school districts usually provide bus transportation to and from school each day for all kindergarten children regardless of the scheduling pattern they are on.

In North Dakota bus transportation is provided to and from school only for kindergarten children who attend full day kindergarten. One way bus transportation is provided for kindergarten children when they attend half days.

The state of Arkansas provides bus transportation to and from school only for kindergarten children who attend full day kindergarten. In Arkansas 78% of the kindergarten population attend full days.

In Michigan bus transportation is provided for children who attend kindergarten half days every day, which all kindergarten children in the state do.

Indiana provides one way bus transportation for kindergarten children.

In Kansas 80% of the costs for transporting kindergarten children who live two-and-a-half miles or more from the school are borne by the state.

Scheduling Patterns

Michigan and Indiana indicated that all of the public kindergartens use the half day every day scheduling pattern.

In Arkansas there are 1390 kindergarten units; 1,090 units offer kindergarten all day every day (78%) and 300 units offer half day every day kindergarten (22%).

In North Dakota 50% of the public school systems have half day every day kindergarten, while 25% have full day alternate day programs and the other 25% of the school systems have full day kindergarten for one semester.

There are 306 public school systems in Kansas. Of these, 245 offer kindergarten half day every day (80%), 15 offer full day alternate day programs (5%), and 46 systems offer various combinations of half day and full day programs (15%).

South Dakota indicated that all types of scheduling patterns exist--half day every day, full day every day, full day alternate day, full day for one semester, and that the type of scheduling is decided by local school option. No figures for how many systems use each scheduling pattern were available.

In Wisconsin there were 427 public school systems for the 1980-81 school year; 363 school systems offered half day every day programs

(85%), 4 offered all day every day programs (1%), and 60 offered full day alternate day kindergarten programs (14%).

Ohio has 615 public school districts. Of these, 495 have half day every day kindergarten programs (80%), 10 have full day alternate day programs (2%), and 110 provide kindergarten all day every day (18%).

In Minnesota a report entitled Kindergarten Schedules 1971-1981 was published by the Minnesota Department of Education, Division of Instruction. This report shows the type of scheduling used by each of the 434 public school systems in Minnesota over the past ten years. Of the 434 public school systems, 235 have half day every day (54%), 169 have full day alternate day (39%), 19 have "other" (4%), and 11 systems have combination plans (3%).

In Missouri 300 school systems offered kindergarten half day every day (57%), and 223 school systems offer extended day programs (43%). Some of these extended day programs are: 187 systems with full day every day (36%), and 36 with various combinations of full, extended and half day programs (7%). A full day program is considered to be six hours long, a half day three hours long, and an extended day program is more than three hours but less than six. Combinations denote that the length of the kindergarten day is not the same for all children. As an example, the residents of Poplar Bluff, Missouri, have the following options: 1) IGE all day program, 2) Title I extended day program where children attend half day kindergarten and then remain for specialized remedial instruction for part of the afternoon, 3) a program for Moderate Risk children who attend a regular kindergarten in the morning and

remain for a program that is less than three hours in the afternoon, 4) a program for High Risk kindergarten children who also attend a regular kindergarten program in the morning and then remain in the afternoon for a special program, and 5) a standard half day every day kindergarten program.

In Illinois 2533 school systems offer half day every day kindergarten (95%), 62 offer all day every day programs (2%), and 68 offer full day alternate day kindergarten (3%).

There are 441 public school systems in Iowa; 209 offer half day every day programs (47%), 89 offer full day every day kindergarten (20%), 98 offer full day alternate day kindergarten programs (22%), 43 offer kindergarten all day 3 days a week (10%), and 2 systems offer combinations which change at the semester (1%).

The information for the breakdown of scheduling patterns in Nebraska was not supplied.

The following tables depict this information.

Table 1

Kindergarten Scheduling Patterns for Thirteen Midwestern States

State	Scheduling Pattern						
	Half Day Every Day HDED	Full Day Every Day FDED	Full Day Alternate Day FDAD	Full Day for One Semester FD/1S	Other O	Full Day 3 days wk/2 semesters FD/3D/W/2S	Combinations: HDED, Ext Day, Full Day Comb
Arkansas	300	1090					
Illinois	2533	62	68				
Indiana	X						
Iowa	209	89	98			43	2
Kansas	245	0	15				46
Michigan	550						
Minnesota	235		169		19		11
Missouri	300	187	not permitted	not permitted	3€		233*
Nebraska							
North Dakota	50%		25%	25%			
Ohio	495	10	110				
South Dakota	X	X	X	X	loc.sch.opt.		
Wisconsin**	363	4	60				
Totals	5290	1442	520		55	43	59

*A combination of the all day every day and other categories. Denotes more than a half day program. Excluded from total at the bottom; counted in columns 2 and 5.
**Data for 1980-81 school year; all other states for 1981-82 school year.

Table 2

Bus Transportation and State Aid for Kindergarten Pupils
in Thirteen Midwestern States

	To and from school each day regard-less of sch. plan	To and from school each day for children who attend all day every day	To and from school for children who attend half day every day	No Bus Transpor-tation	One Way Transpor-tation	Other	State Aid
Arkansas		X					1.0
Illinois	X						1/2
Indiana	X						1.0
Iowa	X						1.0
Kansas						80% of costs for 2 1/2 mi or more	1/2
Michigan			X*				1/2
Minnesota	X						1/2
Missouri	X						1/2
Nebraska	X**						1/2
North Dakota		X			X***		1/2
Ohio	X						1/2
South Dakota	X						1.0
Wisconsin	X						1/2

*All schools have half day every day
**Provided by local school districts
***For those who attend half days

Table 3
Totals and Percent of School Systems Offering Various Scheduling Patterns
in Thirteen Midwestern States

State	Half Day Every Day		Full Day Every Day		Full Day Alternate Day		Full Day 1 Semester	Other	Combinations		State Aid	Total No. of School Systs.
Arkansas	300	22%	1090	78%							1.0	1390
Illinois	2533	95%	62	2%	68	3%					1/2	2683
Indiana	X										1.0	
Iowa	209	47%	89	20%	98	20%		43 *10%	2	1%	1.0	441
Kansas	245	89%			15	5%			46	15%	1/2	306
Michigan	550	100%									1/2	550
Minnesota	235	54%			169	39%		19 40%	11	3%	1/2	434
Missouri	300	57%	187	36%				36** 7%			1/2	523
Nebraska											1/2	
North Dakota		50%				25%	25%				1/2	
Ohio	495	80%	10	2%	110	18%					1/2	615
South Dakota	X		X		X		X	X***			1.0	
Wisconsin	363	85%	4	1%	60	14%					1/2	427
												7063

*All day 3 days a week
**Extended day
***Local school option

Summary

The states offering half day every day kindergarten and the percent of the districts using this scheduling plan are:

Michigan	100%	Kansas	80%	North Dakota	50%
Indiana	100%	Ohio	80%	Iowa	57%
Illinois	95%	Missouri	57%	Arkansas	22%
Wisconsin	85%	Minnesota	54%	South Dakota	has this but % not known

The states offering full day every day kindergarten and the percent of the districts using this scheduling plan are:

Arkansas	78%	Illinois	2%	Wisconsin	1%
Missouri	36%	Ohio	2%	South Dakota	has this but % not known
Iowa	20%				

The states offering full day alternate day kindergarten and the percent of the districts using this scheduling plan are:

Minnesota	39%	Wisconsin	14%
North Dakota	25%	Kansas	5%
Iowa	22%	Illinois	3%
Wisconsin	14%	South Dakota	has this but % not known

The states offering full day one semester kindergarten and the percent of the districts using this scheduling plan are:

North Dakota 25% South Dakota % not known

The states offering other scheduling and the percent of the districts using this plan are:

Iowa	10% (may include full day one semester)	Missouri	7%
		Minnesota	3%

The states offering combinations of scheduling and the percent of the districts using these plans are:

Kansas	15%	Minnesota	3%
Iowa	1%		

Summary

The full day alternate day scheduling plan is reported to occur in seven of the twelve states It is not an option in Arkansas, Indiana, Michigan or Nebraska and it is not permitted in Missouri. It is used in 39% of the public schools in Minnesota, 25% in North Dakota, 22% in Iowa, 18% in Ohio, 14% in Wisconsin, 5% in Kansas, and 3% in Illinois. This represents only 7% of all the school districts in these states. However, in Iowa the use of this scheduling pattern increased more than any other in the 1981-82 school year--from 18% in 1980-81 to 22% in 1981-81--and seems to be on the rise in large cities as well as in smaller consolidated districts.

Four of the twelve states allow a full (1.0) state aid for kindergarten children, while nine of the thirteen states offer one-half (0.5) of a state aid for kindergarten children.

Bus transportation is provided to all children, with seven of the twelve states providing it for all scheduling plans. In Nebraska it is provided by the local school districts. In Kansas the state provides 80% of the cost.

Illinois, Iowa and Kansas stipulated that children must live a certain distance from the school to be eligible for bus transportation.

Missouri seems to have resolved the scheduling plan question by offering numerous plans and combinations that are designed to meet the needs of individual children and allow options to their families.

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Results of

MIDWEST UNIVERSITY PROFESSORS STUDY: KINDERGARTEN SCHEDULING

Volume I Number 4

by

Dr. Judith M. Finkelstein

PS 014594

Price Laboratory School Research
1883 A Century of Service to Iowa 1983

MIDWEST UNIVERSITY PROFESSORS STUDY:
KINDERGARTEN SCHEDULING

Professors of Early Childhood Education at state colleges and universities are seen as authorities in the field. In an attempt to determine how these professors of early childhood education view kindergarten scheduling, a questionnaire was sent to such professors at 92 state supported institutions in the midwestern states of Arkansas (7 sent, 4 responded), Illinois (8 sent, 6 responded), Indiana (9 sent, 5 responded), Iowa (3 sent, 2 responded), Kansas (8 sent, 3 responded), Minnesota (8 sent, 3 responded), Missouri (7 sent, 4 responded), Michigan (10 sent, 9 responded), Nebraska (5 sent, 4 responded), North Dakota (4 sent, 1 responded), Ohio (10 sent, 4 responded), South Dakota (4 sent, 3 responded), and Wisconsin (9 sent, 0 responded). In all, 48 responses were received (52%).

The professors were asked to rank order six choices of kindergarten scheduling, marking the choice they felt was best for young children as number one. The choices were Half day every day (HDED), Full day alternate day (FDAD), Full day every day (FDED), Full day one semester (FDlSem.), Full day three days a week (FD3/Week), and Other (other). They were also asked to state briefly why they felt their first choice was the best for young children today.

The results were compiled using percents. Table 1 shows the number of responses in each category. The second set of tables (Table 2-Table 7) describes how each scheduling choice was ranked by the 48 respondents. The third set of tables (Table 8-Table 13) analyzes by percent the respondents' first, second, third, fourth, fifth and sixth choices.

Table 1

State University Professors Ranking
of Kindergarten Scheduling Options

Scheduling Choice	Ranking						Totals
	1st	2nd	3rd	4th	5th	6th	
HDED	27	13	3	2	1	0	46
FDAD	2	[illegible]	6	13	9	1	34
FDED	18	10	5	3	3	0	39
FD 1 Sem.	0	4	8	7	13	2	34
FD 3D/Wk	0	7	12	8	5	2	34
Other	1	3	2	0	0	2	8
Total Number Responding	48	40	36	33	31	7	

All of the respondents marked a first choice. Eight of the respondents marked only a first choice. Four respondents marked only a first and second choice. Three respondents marked only a first, second and third choice. Two respondents marked only a first, second, third and fourth choice. Thirty-one respondents marked five choices. Seven respondents marked six choices using the "Other" category.

Forty-six respondents ranked HDED as one of their choices, 34 ranked FDAD, 39 ranked FDED, 34 ranked FD 1 Sem., 34 ranked FD 3D/Wk, and 8 ranked Other.

Table 2

HDED Scheduling Choice and Percent of Respondents Ranking

Scheduling Choice	1st	2nd	3rd	4th	5th	6th	No. Ranking	% of Total
HDED	59%	28%	7%	4%	2%		46	98%

Of the 46 respondents who ranked half day every day as a choice, 59% ranked it their first choice, 28% ranked it their second choice, 7% ranked it third choice, 4% ranked it fourth choice, and 2% ranked it fifth choice. Of those who ranked it, most respondents ranked it their first choice.

Table 3

FDAD Scheduling Choice and Percent of Respondents Ranking

Scheduling Choice	1st	2nd	3rd	4th	5th	6th	No. Ranking	% of Total
FDAD	6%	9%	18%	38%	26%	3%	34	71%

Of the 35 respondents who ranked full day alternate day, 6% ranked it their first choice. Of those who ranked it, most respondents ranked it their fourth choice.

Table 4

FDED Scheduling Choice and Percent of Respondents Ranking

Scheduling Choice	1st	2nd	3rd	4th	5th	6th	No. Ranking	% of Total
FDED	46%	25%	13%	8%	8%		39	81%

Of the 39 respondents who ranked full day every day, 46% ranked it their first choice, 25% ranked it their second choice, 13% ranked it their third choice, 8% ranked it their fourth choice and 8% ranked it their fifth choice. Of those who ranked it, most respondents ranked it their first choice.

Table 5

FD 1 Sem. Scheduling Choice and Percent of Respondents Ranking

Scheduling Choice	1st	2nd	3rd	4th	5th	6th	No. Ranking	% of Total
FD 1 Sem.		12%	23%	21%	38%	6%	34	71%

Of the 34 respondents who ranked full day one semester, no one ranked it first choice. Of those who ranked it, most respondents ranked it fifth choice.

Table 6

FD 3D/Wk Scheduling Choice and Percent of Respondents Ranking

Scheduling Choice	1st	2nd	3rd	4th	5th	6th	No. Ranking	% of Total
Full Day 3 days/Wk		21%	33%	24%	15%	6%	34	71%

Of the 34 respondents who ranked full day 3 days a week, no one ranked it first choice. Of those who ranked it, most respondents ranked it third choice.

Table 7

Other Scheduling Choice and Percent of Respondents Ranking

Scheduling Choice	1st	2nd	3rd	4th	5th	6th	No. Ranking	% of Total
Other	13%	37%	25%			25%	8	17%

Of the 8 respondents who ranked the Other category, 13% ranked it their first choice, 25% ranked it third choice, and 25% also ranked it sixth choice. Of those who ranked it, most respondents ranked it second choice. This is a small sample (8).

Analysis of Choices

Of the 48 people who responded to the questionnaire, all of them ranked a first choice. These choices and their corresponding percent of the total appear in Table 8 below.

Table 8

First Choice of Respondents

Scheduling Plan	Number Responding	% of Total
HDED	27	56%
FDAD	2	4%
FDED	18	38%
FD 1 Sem.		
FD 3 D/Wk		
Other	1	2%
Number Responding	48	
Total Percent		100%

Fifty-six percent of the respondents marked HDED as their first choice; 4% marked FDAD their first choice; 38% marked FDED their first choice; 2% marked Other as a first choice.

Eight respondents marked only a first choice. Six of them chose half day every day and the other two chose full day every day. Most of these eight people felt strongly that children should attend school every day. One of the two who advocated full day every day mentioned that more than half the mothers work and children need a creative pro-

gram for the entire time, not two patched-up sessions. The other advocate of full day every day emphasized appropriate programming, not "watered-down first grade."

Of the 48 who responded to the questionnaire, 40 of them marked a second choice. These choices and their corresponding percent of the total appear in Table 9 below.

Table 9
Second Choice of Respondents

Scheduling Plan	No. Responding	% of Total
HDED	13	32%
FDAD	3	7.5%
FDED	10	25%
FD 1 Sem.	4	10%
FD 3 D/Wk	7	18%
Other	3	7.5%
Number Responding	40	
Total Percent		100%

Thirty-two percent marked HDED as their second choice, 7.5% marked FDAD, 25% marked FDED, 10% marked FD 1 Sem., 18% marked FD 3 d/Wk, and 7.5% marked Other as a second choice.

Of the 48 who responded to the questionnaire, 36 marked a third choice. These choices and their corresponding percent of the total appear in Table 10 below.

Table 10
Third Choice of Respondents

Scheduling Plan	No. Responding	% of Total
HDED	3	8%
FDAD	6	17%
FDED	5	14%
FD 1 Sem.	8	22%
FD 3 D/Wk	12	33%
Other	2	6%
Number Responding	36	
Total Percent		100%

Eight percent of the respondents marked HDED as their third choice, 17% marked FDAD, 14% marked FDED, 22% marked FD 1 Sem., 33% marked FD 3 D/Wk and 6% marked Other.

It is possible that beginning with 3rd choices, respondents are indicating scheduling plans they do not favor.

Of the 48 who responded to the questionnaire, 33 marked a fourth choice. These choices and their corresponding percent of the total appear in Table 11 below.

Table 11
Fourth Choice of Respondents

Scheduling Plan	No. Responding	% of Total
HDED	2	6%
FDAD	13	40%
FDED	3	9%
FD 1 Sem.	7	21%
FD 3 D/Wk	8	24%
Other		
Number Responding	33	
Total Percent		100%

Six percent of the respondents marked HDED as their fourth choice, 40% marked FDAD, 9% marked FDED, 21% marked FD 1 Sem., 24% marked FD 3 D/Wk and no one marked Other.

Of the 48 who responded to the questionnaire, 31 marked a fifth choice. These choices and their corresponding percent of the total appear in Table 12 below.

Table 12
Fifth Choice of Respondents

Scheduling Choice	No. Responding	% of Total
HDED	1	3%
FDAD	9	29%
FDED	3	10%
FD 1 Sem.	13	42%
FD 3 D/Wk	5	15%
Other		
Number Responding	31	
Total Percent		100%

Three percent of the respondents marked HDED as their fifth choice, 29% marked FDAD, 10% marked FDED, 42% marked FD 1 Sem., and 15% marked FD 3 D/Wk. No one marked Other.

Of the 48 who responded to the questionnaire, only 7 marked a sixth choice. These choices and their corresponding percent of the total appear in Table 13 below.

Table 13
Sixth Choice of Respondents

Scheduling Choice	Number Responding	% of Total
HDED		
FDAD	1	14%
FDED		
FD 1 Sem.	2	28.6%
FD 3 D/Wk	2	28.6%
Other	2	28.6%
Number Responding	7	
Total Percent		100%

Fourteen percent of the 7 respondents marked FDAD and 28.6% of the respondents marked FD 1 Sem., FD 3 D/Wk and Other as their sixth choice.

Discussion

Most professors of early childhood education chose half day every day kindergarten as their first choice. Their reasons are stated below. They are grouped into several categories.

1) Many respondents mentioned the need for providing continuity, consistency and systematic experience for the benefit of young children and their families. They favored distributed practice rather than massed. They felt half day provided a predictable routine that would

be less stressful. Also, it would introduce the child gradually to a full day of school. It was felt that kindergarten children need some structured group learning experience time each day as well as some individual, less structured time. One comment summed it up well. "Success in education, among other things, is based on a number of successful, reinforced repetitions. Anything other than every day substantially reduces the opportunity for this."

2) Some professors cited the age and development of the child as being the primary concern. "Kindergarten children are still young children!" "Half days are sufficient for this age." "Attention span, level of interest, home ties, and other considerations may make a full day program difficult to get through." "Energy level is not sufficient to sustain the demands of a more comprehensive experience." It was felt that half days provided for social, emotional and academic preparation needed but omitted the institutional functions of care taking which often filled out full day programs. In half day programs, actual learning involvement is concentrated into the time alloted and little time is wasted. Half day programs best fit the developmental nature of the five-year-old and leave time for the child to remain being a child for part of the day. Half day provides for emotional stamina.

3) Several respondents expressed concern over programming and suggested that a half day prevents the curriculum from becoming too academic. As one participant put it, "Children can better handle an inappropriate, age-inadequate curriculum on a half-day basis than on a full-day basis."

4) Some were concerned about the teacher and felt that most teachers support the half day kindergarten as they were better able to operate at an optimum level this way. One person stated, "I sincerely do not think it matters how it is scheduled as long as the teacher is comfortable with the schedule and supports it."

5) It was suggested that the children could change from an a.m. group to a p.m. group (or vice versa) at semesters so they could have the feel of the all day experience. But full day every day was recognized as a financial impossibility during this time of economic stress.

6) The concern for parents was expressed. Some felt that half day was easier for parents to schedule day care and/or allowed for the parent to spend half of the day with the child. Some respondents recognized the need for all day involvement for children whose parents work. They suggested that the school help develop good child care for the other half of the day. This would provide continuity and meet the needs of the family.

7) Summing up this position is the idea that a half day program can provide quality educational and socialization experience for young children, while at the same time orienting them to school. If one of the purposes of kindergarten is to introduce the child to school, half day sessions are seen as being most likely to accomplish this purpose.

The second most popular choice for kindergarten scheduling among university professors was the full day every day scheduling choice. Major reasons are stated below.

1) Children at age five are capable of longer days in kindergarten. However, they caution, teachers must be given intensive inservice training for this type of programming lest it become too academic. It was feared that teachers lack the background in child development to provide proper programming in many instances. Other participants concurred and added that the full day every day program can work well only if the curriculum is suited to the children's development, the teacher is adequately prepared and the parents want this kind of program. Many respondents saw a need for full day kindergarten because of so many parents working. Children are being shuffled from one program to another, and it is better for the child to have an all day every day kindergarten than several "patched-up" programs. Hopefully, full day programs would not be turned into academic programs, but would provide more time for activities that are important for healthy development and learning. "If it is the 'experience environment' that challenges, nurtures, supports, encourages, integrates and stimulates, then that is best for young children." It was felt that family patterns today make full day kindergarten more socially and economically desirable as well as more practical.

2) Daily experience is again mentioned as an important aspect of any program for young children. Continuity for teachers and children is provided as well as consistency. The daily experience allows for continuous evaluation. It also helps children adjust to the total school schedule and makes for an easier adjustment to first grade.

3) In some depressed areas of the midwest where bussing is not

provided because children do not live the specified distance from school, children have trouble attending kindergarten because of poor parental motivation and transportation problems. This is magnified in a half day situation. Consequently, the full day every day scheduling is seen as more advantageous for these children.

4) One respondent acknowledged that children are often in a group setting for a full day from the time they are two or three years old. Consequently the traditional half day session must not be thought of as the best plan. The decision should be based on child need. Parents in some cases are turning to private schools which offer full day programs; however, part of this may be due to poor quality day care situation.

5) Many respondents suggested that the full day every day program allows for a relaxed, non-rushed experience that includes rich field experiences, such as cooking, gardening, and field trips, which teachers may not feel they have time for otherwise. Teachers are pressured to provide structured academic experiences which win out when the time is short. Half day is often turned into a crash course for teaching readiness; e.g., alphabet. With the full day, a more relaxed environment could be created rather than a learning inappropriate academic program. Children need time to learn and grow--they cannot be rushed.

6) Others feel the half day is too short a time for children to adjust to school. The full day would allow time for freedom to experiment, and the problem of the poorer quality of the afternoon session

due to teacher's lower energy level would be solved.

7) In conclusion, one participant suggests it is time to begin to provide kindergarten children with a room of their own, a teacher of their own, and time to discover, learn and develop. This can be done best with full day every day kindergarten.

Those respondents who marked the Other category as choice 1 or 2 did so to suggest combination or extended day programs as the ideal. Again, the importance of the teacher was cited. Possible options mentioned were half day first semester and full day the second semester; half day or full day every day at the option of the parent; and alternatives available for extended day every day for both enrichment and development. Another option suggested was half day kindergarten with day care provided by the school for the other half.

Full day alternate day was the first choice of two of the respondents. Their reasons for choosing this pattern were that the children seem to get more out of a full day situation, and the teaching seems to be easier when children are there for longer periods of time.

Most professors of early childhood education (94% of the respondents in the study) see a need for kindergarten scheduling to provide consistency and continuity for the young child. This is seen as being best provided by a regularly scheduled daily program. There is a need for keeping the kindergarten curriculum one with an experience base rather than a heavily academic preparation for first grade. The needs of the five-year-old must be met through relaxed, experiential

programming. Many feel the traditional half day program best provides this if it is the child's initial school experience. Others recognize that many parents are working and that children need full day care of some kind which prompts these educators to see the full day kindergarten or the option of an extended school situation of some kind as helping to provide for families the optimal scheduling plan and thus make the lives of young children more consistent.

In all cases, quality programming is called for, and many agree that within the teacher her attitude, training and outlook is the key.

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